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ABSTRACT

Futurism for adult and continuing education in the next ten years is the focus of this information analysis paper intended for adult educators and researchers. The paper is based on (1) literature practices in the field, (2) discussions with colleagues, (3) personal observations and experiences, (4) participation in futures conferences about adult and continuing education, and (5) results of futures conferences including the series of "futures meetings" in different regions of the country conducted by the National Advisory Council on Adult Education during 1976 and 1977. Topics discussed include the following: the field of adult and continuing education, current trends and issues/impact on future (including nontraditional programs), alternative educational opportunities for adults, and resulting future issues (including emphasis on avocational education, space-free and time-free learning, linkages, funding, legislation, mass media and technology and related issues). The conclusion emphasizes that the future of adult and continuing education is an optimistic one and that there will be more demand for adult educators, who will be more like brokers, planners, counselors, developers, and linkers than the traditional teachers they have principally been in the past. A synthesis of several regional "futures meetings" is appended. (TA)

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Information Series No. 114

ADULT AND CONTINUING EDUCATION: THE NEXT TEN YEARS

written by

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FOREWORD

The Educational Resources Information Center on Career Education (ERIC/CE) is one of sixteen clearinghouses in a nationwide information system that is funded by the National Institute of Education. The scope of work for ERIC/CE includes the fields of adult-continuing, career, and vocational-technical education. One of the functions of the Clearinghouse is to interpret the literature that is related to each of these fields. This paper on the future of adult and continuing education should be of particular interest to teachers, counselors, and administrators who are involved in planning adult and continuing education programs.

The profession is indebted to Stanley Grabowski, Boston University for his scholarship in the preparation of this paper. Recognition is also due Alan Knox, University of Illinois for his critical review of the manuscript prior to its final revision and publication. Allen B. Moore, Adult Education Specialist at the ERIC Clearinghouse on Career Education, supervised the publication's development. Madelon Plaisted and Jo-Ann Cherry coordinated the production of the paper for publication.

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Executive Director
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CONTENTS

INTRODUCTION	1
THE FIELD OF ADULT AND CONTINUING EDUCATION	2
CURRENT TRENDS AND ISSUES/IMPACT ON FUTURE	5
NONTRADITIONAL PROGRAMS	7
ALTERNATIVE EDUCATIONAL OPPORTUNITIES FOR ADULTS	8
RESULTING FUTURE ISSUES	11
EMPHASIS ON AVOCATIONAL EDUCATION	11
SPACE-FREE, TIME-FREE LEARNING	12
LINKAGES	13
FUNDING	15
LEGISLATION	16
MASS MEDIA AND TECHNOLOGY	16
RELATED ISSUES	17
CONCLUSIONS	19
APPENDIX A	25

INTRODUCTION

We may know what is and what was, but we do not know for certain what will be; this is part of our fascination with the future. Looking into the future is not merely an exercise in curiosity. Today, it is an urgent necessity, particularly in education, if we are to plan intelligently beyond the present.

Looking into the future conjures images of the visionary, the mystic, the crystal-ball gazer, and the fortune teller. These kinds of approaches try to predict the future. However, "the future cannot be predicted but futures can be invented" (Gabor, 1963, p. 207).

Tools of forecasting attempt to discover what the future may be like based upon what we know about past interrelationships. However, even sophisticated tools have severe limitations and are not totally reliable.

> Despite the power of these tools (forecasting), we are confronted with two major difficulties. The first is that our knowledge, our understanding of the past is rarely thorough or accurate enough to support the statements or laws of causal relationships among social events and behaviors. But there is a second difficulty, more crucial in studying the future: it is that, in some important senses, the future does not yet exist... the future of human affairs is not subject to the predictive methods employed quite reliably in the natural sciences (Ziegler, 1970, pp. 14-15).

This paper is a straightforward look at where the field of adult and continuing education is now and where it might be heading during the next ten years. What is reported is based on various sources:

1. literature practices in the field,
2. discussions with colleagues,
3. personal observations and experiences,
4. participation in futures conferences about adult continuing education, and
5. results of futures conferences, including the series of "Futures Meetings" in different regions of the country conducted by the National Advisory Council on Adult Education during 1976 and continuing in 1977.*

THE FIELD OF ADULT AND CONTINUING EDUCATION

Supposedly, ours is a learning society. It is not surprising that such a society would generate the "learning force," a concept first developed by Bertram Gross, who defined it as the "total number of people developing their capacities through systematic education; that is, where learning is aided by teaching and there are formal, organized efforts to impart knowledge through instruction" (Cohen, 1967, p. 33).

The learning force includes everyone who participates in educational activities, both in the core--the sequential education ladder progressing from kindergarten through university degrees--and in the periphery--the educational activities outside the traditional system.

The core has been the focus, historically, of our educational system. Issuing credentials--certificates, diplomas, and degrees--has given power to educational institutions, power which has increased as people identified education with activities represented in the core. The core has served as the central supplier of personnel for the economic system (Moses, 1970); consequently financial resources were more readily available to the core.

*Several regional meetings are still to be held at the time of this writing. Later during 1977, the National Advisory Council on Adult Education (NACAE) will hold a synthesizing meeting to put together and refine the results of the regional meetings. I wish to acknowledge the generous sharing of the preliminary results of some of the regional meetings by Dr. Gary Eyre and Dr. Carlene Turman of NACAE. A full report of the futures meetings will be prepared by NACAE later in 1977. Appendix A lists some highlights pertinent to this paper, culled from the results supplied by NACAE.

Not so with the periphery. The periphery has always suffered by neglect; it received "surplus" funds, if any, and when the economy became depressed, funds were withdrawn first from the periphery. Yet, the periphery embraces a wide variety of activities:

> They include educational activities carried on in all places where adults are employed--agriculture, private business and industry, the military and civilian government at all levels; the entire potpourri of programs carried on by the vast number of private associations; national welfare organizations, professional training societies, and specialized programs for adults carried on in regular education institutions. They include the new "educational system" of manpower activities carried on by government at all levels, primarily through the subsidization by the federal government. They also include programs conducted by "proprietary" and correspondence schools, and programs of organized instruction through educational television.
>
> The major criteria for inclusion is that these activities involve participation in learning activities through an organized, structured learning situation. Excluded are those "educational" activities such as visits to museums, libraries, and botanical gardens; participation in political campaigns and religious services; attendance at various forms of cultural entertainment and learning through the instruction of a private tutor (Moses, 1970, p. 17).

The distinction between the core and the periphery serves to highlight the social, economic, and political dimensions of education. The "system" has evolved as a political outgrowth of social and economic needs. The schools, from grade one through college and professional school, have been geared to the marketplace, whereas traditional adult education, in the past, was focused beyond that. Today, the field of adult and continuing education includes some of the core and the periphery, as well as all the other educational activities besides these, such as self-instruction, visits to libraries and museums, and attendance at cultural events.

Liveright (1968) aptly summed up adult education when he categorized it into four areas:

1. education for occupational, vocational, and professional competence,
2. education for personal or family competence,
3. education for social and civic competences, and
4. education for self-realizations (p. 4).

He did not distinguish the methods or techniques used.

Now this distinction applies in a different way. The relationship between education and work is undergoing a change.

> We are, I think, at a point of confluence in time of extraordinary forces of technological, economic, social, and political change, with the consequence that the relationship between education and work is undergoing such revisions that attention to it by and within the traditional institutions alone will prove no longer adequate (Wirtz, 1976, p. 1).

In an attempt to define the field, many labels have been introduced, each with a new dimension, but none really satisfying or acceptable to everyone. In addition to adult education and continuing education, labels used include *continuous learning, discontinuous education, recurrent education, l'education permanente, career education,* and *lifelong learning.*

It is the last label, lifelong learning, that is receiving the most attention at the moment. To be sure, there is no agreement on definition of lifelong learning. Perhaps a composite may give us a sense of what it entails. Such a composite definition might read this way: Lifelong learning is a process covering the entire life span of an individual, unifying all stages of education, both formal and informal, and including all patterns of learning, planned as well as incidental.

Admittedly, this is a broad definition, but it does capture the true flavor of lifelong learning. Etymologically, it cannot be limited to learning by adults, but must include learning by children. It does not make sense to separate the two; each must be seen in the context of each other and the whole.

CURRENT TRENDS AND ISSUES/IMPACT ON THE FUTURE

Although much of adult and continuing education in this country may still be considered to be on the periphery of our educational system, there are increasing signs that much of it will soon become part of the core. The most convincing evidence for this is in the trend toward what some have labeled "compulsory adult education."

Adults are being forced to return to educational programs, often under institutional sponsorship, by job pressures, need for advancement, or legislation. One adult educator has catalogued a partial list of groups already subject to compulsory adult education:

> Traffic offenders and judges; parents of delinquents and public school teachers; illiterates on welfare; nurses; pharmacists; physicians; optometrists; nursing home administrators; firemen; policemen; dentists; psychiatrists; dieticians; podiatrists; preachers; veterinarians; many municipal, state, provincial, and federal civil servants; employees of all types pressured into taking courses, classes, or joining sensitivity training or organizational development groups; and, of course, the military, where most, if not all, adult education is compulsory (Ohliger, 1974, p. 2).

Continuing education in the professions is not new; dedicated professionals have always felt a responsibility to stay abreast of their fields. The new wrinkle is that increasingly more states are legislating continuing education requirements for some professions. For example, in California, public accountants must complete 80 hours of continuing study in any two-year period to retain their licenses; in Massachusetts, nursing home administrators must complete 30 hours of continuing education to retain their licenses; California and New York require formal continuing education courses for retention of licenses by nurses; in Minnesota, the Supreme Court ordered the state's lawyers to continue their education through formal study. These are only beginnings and will undoubtedly be followed by similar laws for other professional groups.

There are some clear trends among university continuing education programs. The following are five of the major developments and trends:

1. Colleges and universities are increasingly involved in efforts to upgrade the quality of professional practice in the community.

2. They have growing concern for integrating professional, technical and other specialized knowledges and talents relevant to a given professional task or field.

3. They demonstrate enlarged concern for the broader social and community responsibility of the professions.

4. Although this development is still an embryonic stage, higher educational institutions are attempting to systematize the programming and credentialling of professional continuing education in terms of order, sequence, and continuity.

5. Increasingly productive cross-fertilization is occurring in continuing education for the professions between professional schools and professionals and specialists in the processes and methodologies of teaching and learning (Ellery, 1970, p. 38).

Continuing education for the professions and other forms of compulsory adult education account for only a portion of adult enrollments at postsecondary educational institutions. Adults in general have a steadily mounting interest in college education.

The number of adults in postsecondary educational institutions is rising. A 1972 survey by the Commission on Nontraditional Studies indicated that, nationally, 75 percent of the adult population (18-60 years of age) would like to be learners, and about one-third were attending already.

Twice as many adults over age 25 are enrolled as those from 18 to 24 years of age. The average age of enrollees at the nation's community colleges has risen to 28. With the increased median age of the U.S. population, the population will consist primarily of older adults. In 1970, the median age was 28; by 1981 it will pass 30 (Newsweek, February 28, 1977). As more women turn from homemaking roles to careers, the postsecondary enrollments will swell, even though the post-World War II babies have just about peaked in the college ranks.

> Adult or continuing education, which used to be the stepchild of academic life, has become the new growth sector in colleges and universities.

> Admissions directors know the declining birth rate is drastically shrinking the number of 18 to 22 year olds who will be available to fill dormitories and classrooms in the decades ahead. So they are pursuing and wooing adults and with advertisements that promise better jobs, bigger pay and happiness (McCain, 1976, p. 12).

NONTRADITIONAL PROGRAMS

One of the most dramatic and exciting changes in postsecondary education has been the expansion of external degree programs since the 1960s. These programs follow no set pattern, but are flexible with regard to admissions criteria, study settings (such as independent study, private tutorials, field work, on-the-job training, and regular classrooms), time schedules, self-directed study programs, the amount of credit given for life experiences, and the approach to individualized counseling.

Many colleges and universities are granting college credits for nontraditional learning, primarily through (1) course evaluation, (2) standardized tests, and (3) individual assessment for life-experience learning.

The last decade brought about a new challenge and competition to colleges and universities. "Corporate education," sponsored by business and industry, has entered the college degree field. Industrial leaders have started corporate schools because of dissatisfaction with the kind of training colleges and universities have been providing scientists and engineers and for technological staffing needs. For example:

> Three of the largest corporations in America--International Business Machines (IBM), General Electric (GE), and American Telephone & Telegraph (AT&T)--now offer bachelor's degrees. The Arthur D. Little firm has received authorization from the state of Massachusetts to give an MBA in management. In addition, many other corporations offer courses which have been given credit recommendations by the Office of Education's Credit Project on Noncollegiate Sponsored Organizations. This project, a joint effort of the American Council on Education and the New York State Board of Regents, is working toward establishing a nationwide, continuing system to facilitate the granting of credit for training programs offered by

> noncollegiate sponsors. Some of the 37 organizations for which credit recommendations have been completed are the American Institute of Banking, the Drug Abuse Control Commission of the State of New York, Eastman Kodak, the Federal Aviation Administration, General Motors, the Life Office Management, the Marine Midland Bank, the Nassau County, New York City, and New York State Police Departments, the New York State Department of Civil Service, the U.S. Department of Agriculture Graduate School, the U.S. Internal Revenue Service, and the Xerox Corporation (Woods, 1976, p. 27).

The continued success of nontraditional degree programs for adults will continue unabated. The convenience of such programs is attractive to many adults who otherwise could not pursue education for a degree and the competition among colleges and universities for scarce dollars will encourage additional experiments in external degree and adult continuing education program arrangements.

ALTERNATIVE EDUCATIONAL OPPORTUNITIES FOR ADULTS

Exactly how many adults are involved in continuing education is uncertain. The figures range from a conservative 25 million to a generous 60 million, depending on who is counting and for what purpose. At best, it can be said that a large proportion of adults are, indeed, participating in some form of continuing education each year.

One thing <u>is</u> certain as demonstrated by surveys and verified by observation:

> in spite of the extensive number of programs available for adults, there are large numbers of adults who are very well reached by the present adult education efforts--generally these are less educated, lower income, older, often unemployed, and disproportionately from minority groups (Kurland, 1974, p. 6).

The statistics reporting educational levels as measured by number of years of schooling, are shocking. For example:

> According to the 1970 census of the New York State population twenty-five years and older, 47 percent or nearly five million persons had less than high school completion. Of these, nearly 250,000 had no schooling. While many of these people are older, under present secondary school holding rates, approximately two million people will reach 25 years of age in the next 25 years without having completed high school. Added to this will be whatever migrants come into the state with less than high school completion.... Nothing that we have seen to date suggests that there will be significant reduction in the number of individuals with less than adequate levels of schooling without considerable greater efforts than now under way. Yet in the next 25 years low levels of educational attainment will be an even greater personal, economic and social disability than in the past (Kurland, 1974, p. 6).

There are some people who would like to see schooling extended for everyone. They would go so far as to insist that every person in this country attain a certain level of literacy, even if this means forcing adults to do so by legislation. While these crusaders are small in number, they reflect an undercurrent of thought which equates education and learning with schooling.

Peter Drucker has addressed this issue and pointed out that overextended schooling and continuing education are in opposition:

> If educators give any thought to the question, they assume we should have both overextended schooling and continuing education. But the two are actually in opposition. Extended schooling assumes that we will cram more and more into the preparation for life and for work. Continuing education assumes that school becomes integrated with life. Extended schooling still assumes that one can only learn before one becomes an adult. Continuing education assumes that one learns certain things best as an adult. Above all, extended schooling believes that the longer we keep the young away from work and life, the more they will have learned. Continuing education assumes, on the contrary, that the more experience in life and work people have, the more eager they will be to learn and the more capable they will be of learning. (Drucker, 1969, p. 323).

Supporting this view, Birenbaum says that

> Continuing education is not a viable concept, if it is held to mean that there is a time in human life for education, and then a quite different time in which it ought to be "continued." Given what we know now, such a concept no longer adheres to when and how humans learn (Birenbaum, 1970, p. 43).

The critics of overextended schooling are concerned that education is becoming, if indeed it is not already, a "handmaiden of the economic machine and a critical component of economic development" (Ziegler, 1970, p. 15). Also concerned are those who look upon lifelong learning with suspicion. Of course, in theory, "lifelong learning does not necessarily mean lifelong schooling. In practice, however, it probably translates to schools for everyone all the time" (Gueulette, 1976, p. 48).

What must be emphasized is the availability of learning opportunities for adults with many options, because adults have different needs, different backgrounds, prefer different learning styles, are at different stages of development and readiness to learn, and vary in their tolerance for formal instruction. "There must be options and alternatives and, along with this, acceptance of the fact that most adults are capable of and will make the decisions as to which alternatives are best for them" (Kurland, 1974, p. 4). Stephen K. Bailey, Vice President, for Governmental Relations of the American Council of Education, in the belief that "options in education will produce educative options," suggested that:

> Education and options may well be the touchstone of the future. I place education first, because uneducated grabs at options is one manifestation of our current malaise. Education at its best results in a sophisticated understanding of the unhappy consequences of selecting options lightly, selecting mates lightly, selecting jobs lightly, selecting occupational and materialistic halters lightly, selecting avocation lightly. Education at its best is the creation of high standards for oneself and for society. It challenges people to aspire to those activities, skills, disciplines, and behaviors that bring lasting rewards--rewards in terms of ego satisfaction, rewards in terms of social amelioration and equity, rewards in terms of what Maslow has called 'self-actualization.' (Bailey, 1974, p. 13).

RESULTING FUTURE ISSUES

During the next ten years, much of adult and continuing education will be a continuation, expansion, and adaptation of current trends. Adult and continuing education programs now in existence are meeting needs--needs that will exist for a long time to come. Meeting creative needs through arts and crafts, providing opportunities for the constructive use of leisure time, preparing individuals for retirement, and arranging programs for career and professional continuing education are among the perennial functions of adults and continuing education. Methods and techniques used to meet these needs in the next ten years may change considerably. The modes of delivery will have to be accommodated to the changing life styles and demands of the times. Consequently, adult educators must be concerned about how to provide the most effective means of learning.

In addition to these ongoing adult and continuing education programs, entirely new ones will be developed to meet demands. Already there are signs of new issues which will confront adult educators--vouchers, entitlement, and factory sabbaticals for educational purposes.

In the following sections, many issues of future importance are discussed in light of both current continuations and new developments.

EMPHASIS ON AVOCATIONAL EDUCATION

If anything is certain about the next decade, it is that increasing numbers of American adults will have more time free from work than ever before. An ever-shrinking work week, earlier retirement (in some businesses and industries, it is already in the low fifties), and larger numbers of older adults in their seventies and eighties dictate need for educational programs not directed toward work.

We must "recognize that the Postservice Society of 1984 may be a leisure society and define the social and political implications inherent in living in such a world" (Purcell, 1974, p. 16).

The past decade saw a surge in adult education courses, mostly in the skill areas. An examination of adult education catalogues of recent years shows that "how-to" offerings--whether for acquisition of occupation skills or for self-fulfillment--predominate. If many people think of adult education in terms of "arts and crafts" it is because these are such popular programs.

> There will be a continuing increase in the demand for adult education, with the emphasis on practical skills and crafts rather than abstract knowledge. Says Vincent Ficcaglia, an economist at the Cambridge-based Arthur D. Little think tank: "What is changing is the type of learning people want. It's much less formal: they don't want or they already have a liberal arts degree. What they do want is to acquire skills to satisfy their own creative urges or help them survive--plant growing and plumbing, for instance" (Time, February 28, 1977).

SPACE-FREE, TIME-FREE LEARNING

Not long ago, almost all adult education activities were held at night. The rationale was that adults were occupied during the day, either at home or working outside the home. The Women's Liberation Movement and a change in lifestyles generally have altered the pattern of adult education. Adults attend adult and continuing education programs during daytime hours, on weekends, as well as at night.

The older population prefers daytime activities, especially between ten in the morning and two in the afternoon, when public transportation is most accessible without overcrowding. Many inner-city people do not leave their homes or apartments at night for any reason.

Among the time and space options adults need for learning are these: entry at any age, and no time or space boundaries. Adults need the "use of schools and other educational facilities after hours, and around the clock, and around the calendar" (Cooper, 1977, p. 139). Adults must have opportunities to enter educational programs at their convenience. Some institutions already have initiated programs allowing adults to enter even a degree program on any day of their choosing.

In line with availability of entering programs at any time of the year is the provision for adults to begin formal studies any time in their lives. Already many more adults in midlife are pursuing degree programs, particularly in nontraditional programs offering versatility in scheduling and off-campus study.

But, more important, learning locations for adults are taking different forms. For example, mini centers are being placed in department stores, churches, store-fronts, apartment complexes,

Third World restaurants, coffee houses, Y's, and fraternal lodges (Blakely, 1975; Katz and Muraskin, 1976; Muraskin, 1976).

Libraries and museums will become more service-oriented with regard to adults, providing the kind of resources, information, and advice needed to pursue learning apart from formal institutional programming. Libraries will become ever more involved in sophisticated guidance and counseling of adult learners, including the use of computers to meet the educational inquiries of individuals. Much can be expected in this regard from the Information Centers provided for in the Educational Amendments of 1976 (P.L. 94-482).

Libraries or similar resource centers will expand the amount and range of services available to adults who want to direct their own learning. Several studies have indicated that most adults are deeply involved in self-directed learning (Tough, 1971; Johns, 1963; Denys, 1973; McCatty, 1973; Fair, 1973; Coolican, 1974; Peters & Gordon, 1974; Hiemstra, 1975). The average adult spends an average of 700 to 800 hours each year in self-directed learning (Tough, 1971). Even older adults, who normally spend little time, if at all, in formal courses, spend about 324 hours each year in self-directed learning projects (Hiemstra, 1975).

To facilitate adults' pursuit of self-directed learning projects, resource centers will provide a wider range of resources, such as programmed instruction materials, videotape courses, computerized programs, and ready accessibility to data banks of educational materials.

LINKAGES

All indicators point toward various linkage arrangements to expedite learning opportunities for adults. The knowledge and information explosion, coupled with computers, has spawned several information storage, retrieval, and dissemination systems; outstanding among these is the ERIC system. The various information systems, such as ERIC, MEDLARS, NTIS and computerized job banks of the U.S. Department of Labor, will be interfaced and made compatible so that searching will be easier and more efficient. Adult and continuing education will be forced to rely on such a compatible arrangement to provide adequate data bases, particularly for continuing education in the professions, educational counseling, and job training match-ups.

Linkages between the public and private sectors will be increased. The linkages will be forged both through comprehensive content orientations, thereby providing greater flexibility through which adult learners can obtain the precise kind of learning they may require, and through new, imaginative, collaborative funding efforts. Other linkages will provide more extensive minority compensatory education, remedial education, community education, and similar creative linkages.

> Linkages would be forged between and among all segments of nonformal education--churches, associations, business and all the current organized nonformal education activities outside the home. Creative links between formal and nonformal systems would be made so that any individual would have access to formal and nonformal education based on need rather than location or personal finances (Blakely, 1975, p. 45).

Such linkages will be evident at different levels--national, regional, and local. Some serious efforts have been made on an international level through UNESCO. At national and regional levels, linkages will center primarily upon policy and procedure issues and encompassing mutual efforts in areas such as sharing resources for research and publications.

> Local directors of adult education will increasingly draw upon the services of several different agencies to offer a "package deal" to individuals. For example, courses in bookkeeping, typewriting, etc., at an adult basic learning center might be combined with the free counseling and testing done by the Division of Employment Security (Towey, 1977 p. 1).

Linkages between and among informal education segments will accompany other community-related movements. The coalescence of community groups, organizations, agencies, and public officials rallying around ecological, energy, budgetary, and social issues will result in closer ties of cooperation in education.

The linkages already prevalent among community colleges, four-year colleges, and universities with community-based programs (such as the school desegregation court-ordered phases in Boston) will necessarily expand into multifaceted programs. Institutions of higher education have become attuned to their relevant roles in community involvement so that this dimension now stands alongside the traditional functions and purposes of a university, namely those of expanding knowledge through research and transmitting knowledge through teaching.

One area of linkage that has received serious consideration only in recent years, but that demands more attention, is industry:

> We will need to better link our efforts with industry. We seem to know how to tie in with the elite professions. Perhaps the reasons why this happens might help us chart fresh approaches to the industrial world. Industry has awakened to the manner in which employees now seek more satisfaction from their jobs. It also is exploring why workers want to be party to the responsibility for conducting the production process. Industry's search leads straight to educators, even into providing education itself; and, since altering work and nonwork roles normally requires financial and emotional support, educators need at least the sympathy, if not the direct backing, of industry (Miller, 1977, p. 9).

FUNDING

Adult and continuing education--because it has been, for the most part, in the periphery--has been neglected, if not discriminated against, when it comes to funding. In nonformal programs, adult education has operated on shoestring budgets and relied heavily upon volunteers. Adult programs operating with the support of public tax money have always felt the pinch in two ways: they received last consideration in the preparation of municipal, county, state, and federal budgets, and they were the first to be cut back or eliminated in economic recessions or crises. In colleges and universities, continuing education has traditionally been self-supporting as a condition for its existence; in recent days, it has had to realize substantial profits in order to pay for other losing programs in the institutions. Rarely has continuing education been able to use its "profits" as seed money to experiment with new programs or new approaches.

The picture will change drastically as the national consciousness gives adult and continuing education more attention. A national policy committing this nation to adult education--and with the policy increased money--may become a reality if the suggestions made at the futures meetings bear fruit. Those suggestions included the following:

- Block grants to states with minimum percentages for specified categories.
- Block grants for lifelong learning.

- Categorical aid for Adult Basic Education/GED.
- Weighted formulas for special problems (rural or urban impact aid).
- Vouchers and entitlements.
- Tax and education funding, such as income tax refunds or rebates, negative tax vouchers, student financial aid, GI Bill for life-long learning, stipends for part-time students, paid educational leave, and federal income tax check-off for adult education.

LEGISLATION

The funding issue will necessarily require new legislative measures. Surprisingly, there is a great deal of legislation under various titles that pertains directly or indirectly to adult education. Eleven U.S. departments and agencies now have fifty-three adult education funds.

New legislation must provide for the following: staff development, research, and demonstration at all levels, restructuring of adult education delivery systems, and expansion of adult education through training and support of volunteers.

MASS MEDIA AND TECHNOLOGY

If adult and continuing education is to meet the needs of larger numbers of adults according to their convenience and preference, more extensive use of mass media and educational technology will have to be implemented. Commercial television, cable television, public television, radio, and newspapers will be used more for educational purposes within the next generation.

Perhaps the most use will be made of public television, cable television, and home videoplayers. Videotapes and videodiscs will bring about a media revolution in education. Mass production and marketing of videotape and videodisc attachments at reasonable prices will make available educational packages through public libraries as well as at discount department stores, competing with audiotapes and records.

Not only will individuals have an opportunity to plan and select their own learning in almost any field by means of videotapes, but educational institutions will use them to provide less

expensive and more readily available programs to more adults.

Popularization of educational videotapes and videodiscs will increase demand for programmed instruction packages. Even computer-assisted instructional programs will become more popular with adults.

Numerous technological delivery systems are already perfected, awaiting mass production and adaptation for educational purposes. The telephone gives access to various educational programs hooked into computers and other informational data banks. By dialing the telephone, a person at home will be able to obtain instant information from systems such as ERIC to ask for a videotape to be played on the viewer's home television set and, by pressing a button, obtain a printout of anything displayed on it.

Virtually every home will have the capacity to become an individualized family learning center. A learning resource center in the home or office could combine:

> stereo speakers; storage for journals and books; AM/FM cassette recorder and tape storage; TV monitor; x-ray view box; video cassette recorder: projector screen; pull-out drawer for 35 mm slide projector; pull-out writing surfaces; lighted tray for viewing and sorting slides and transparencies; storage for films, slides, tapes, books, etc.; and pull-out controls for turntable or stereo systems (Simpson, 1976, p. 4).

RELATED ISSUES

An issue which adult and continuing educators will have to resolve within the next few years is that of the Continuing Education Unit (CEU). The CEU has gained in popularity and acceptance during the past ten years, but still fails to command the respectability it needs to survive. The present practice of awarding one CEU for every ten clock hours of continuing education has been opposed by those concerned with evaluation. Without any evaluation, assessment, or testing of participants, learning, opponents say that CEUs are worthless.

The real dilemma occurs when educators try to work out a formula for translating CEUs into academic credits. Ultimately, the two concerns are the worth of the CEU and the economic factor for educational institutions accepting them for credit. Many individuals as well as some organizations oppose recasting CEUs for credit.

A related issue is credit for life experience. There is no uniformity in how institutions assess life experiences for credit or how many credits they award. Tighter budgets and a scramble for new students will dictate wider granting of credit for life experience by colleges and universities, especially after acceptance of guidelines now being drawn up by the Council for the Advancement of Experiential Learning, formally known as the Cooperative Assessment of Experiential Learning (CAEL).

The most recent growth phenomenon in adult and continuing education--short residential programs--promises to stay and spread through the next decade.

> Although they are classified by a variety of names, including "educational vacations," "weekend colleges," "seminars," "conferences," "institutes," "workshops," "learn-ins," "minicourses," and "clinics," to name some of the more popular terms, these brief educational happenings are the most exciting and rewarding aspects of an accelerating trend in continuing adult education (Cross, 1976, p. 4).

These short residential programs vary from two days to a few weeks duration in a residential setting, away from the everyday location. Many of these programs are held at attractive, secluded locations, affording the participants concentration and relaxation. Many believe that the living together removes some educational barriers for adults.

Short residential programs are sponsored by various institutions and agencies including universities, businesses, industry, churches, private organizations, and government. The participants study almost every conceivable subject. The cost of a short residential program is greater than taking a similar course at a regular institution on a commuting basis, since the cost of the short residential program includes both tuition and the cost of living accommodations.

Programs for women will continue to proliferate as adult educators become more responsive to the educational needs of adult women. More women are turning to education to prepare for new careers or to re-enter the labor market after raising families. Social programs to help women obtain the direction they need will continue into the next decade, when they will plateau. By the mid-1980s, the need for such programs will diminish; middle-aged women will have made their moves and young women will be so familiar with their options that they will generally not require such specialized programs.

CONCLUSIONS

It is no longer valid or desirable in our society for individuals to limit their learning to education received through school attendance. Adults must be given options and opportunities for learning in formal as well as nonformal arrangements throughout their lives as they see the need and desire to do so.

The fundamental principles for guidance in adult and continuing education have been identified by the Organization for Economic Cooperation and Development's Center for Educational Research and Innovation (1973) as follows:

a. The last years of compulsory education should provide a curriculum that gives to each pupil a real choice between further study and work.

b. After leaving compulsory school, access to postsecondary education should be guaranteed to the individual at appropriate times over his total life cycle.

c. Distribution of facilities should be such as to make education as far as possible available to all individuals, wherever and whenever they need it.

d. Work and other social experience should be regarded as a basic element in admission rules and curricular design.

e. It should be possible and important to pursue any career in an intermittent way, meaning an alternation between study and work.

f. Curricular design and content and teaching methodology should be designed in cooperation with the different groups involved (students, teachers, administrators, etc.) and adapted to the interests and motivation of different age and social groups.

g. Degrees and certificates should not be looked upon as an "end result" of an educational career but rather as steps and guides towards a process of lifelong education and lifelong career and personality developments.

h. On completion of compulsory school, each individual should be given a right to periods of educational leave of absence with necessary provisions for job and social security.

The future of adult and continuing education during the next ten years and beyond is an optimistic one. More people will be engaged in greater varieties of learning endeavors. The nature and level of participation in formal programs will change significantly, just as more adults will opt for more opportunities to engage in nonformal programs and in self-directed learning.

Adult and continuing educators will be in greater demand, although their functions will take on somewhat different directions. They can be expected to become proficient in planning, administration, and community development. Teachers in adult and continuing education will be more like brokers, planners, counselors, developers, and linkers than the traditional teachers they principally have been in the past.

> It seems apparent from all the current evidence that adult education can and should play a vital role in creating a learning society for several reasons. First, adult education has pioneered methodologies that merge practical life experience with intellectual attainment and personal growth. Second, adult educators have been trained to be participants and facilitators in learning and they, therefore, can act as role models for creating a more humanistic education. Third, adult education is nonformal in character, which can and should provide opportunities and options in creating new educational models or methods. These are the reasons why adult education can become an important stimulus in *inventing new futures* for all of education (Blakely, 1975, p. 34).

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APPENDIX A

SYNTHESIS OF SEVERAL REGIONAL NATIONAL ADVISORY COUNCILS ON ADULT EDUCATION "FUTURES MEETINGS: HELD DURING 1976 AND 1977*

1. Create an Omnibus Adult Education Act; bring together in some format all existing legislation pertaining to adult learning.

2. Consider:
   - Block grants to states with minimum percentages for specified categories.
   - Block grants for lifelong learning; categorical aid for ABE/GED.
   - Vouchers and entitlements.
   - Weighted formulas for special problems (rural or urban impact aid).

3. Develop a comprehensive taxonomy for adult education.

4. Develop a national policy committing the U.S. to adult education.

5. New legislation must make provisions for staff development, research and demonstration:
   - At state, regional, and national levels a national staff development resource system.
   - A national training academy for adult educators which would include research, development, dissemination and diffusion capabilities/functions (including all clearinghouses having to do with adult learning)--not higher-education based.
   - Incentives to institutions and individuals for comprehensive teacher education programs (undergraduate and graduate).
   - Some discretionary funds (at national and regional levels) for experimental/demonstration projects.
   - Incentives for use of research findings.

6. Need provisions to expand the role of the private sector for delivery of services. Allow the private sector to compete for grants and contracts.

7. New legislation should require/mandate a national needs assessment to determine, nationally, adult learning needs, "state-of-the-art" of adult education, and continued national evaluation.

*Supplied by Dr. Gary Eyre and Dr. Carlene Turman of NACAE

8. Need to provide support for state commitment to adult education, possibly incentives to states that have made a commitment to adult education.

9. Need support in new legislation to restructure adult education delivery systems:
   - Must define innovation and then make funds available to states for exemplary/model programs to encourage innovation. Pilot-testing by educational level and region should be supported.
   - Need support for adult educators to reach out and use other disciplines and technical areas.

10. State advisory councils. The issue of required or optional state councils needs further investigation, but there is agreement on the need for a separate authorization and the removal of current membership requirements (membership selection should be left up to the states).

11. Funds should be made available for remodeling and transportation but with very specific criteria for use.

12. Different types of "learner-oriented" federal adult education funding systems should be tested in several regions. Communities and businesses as well as individuals must be in tax as education legislation:
   - Vouchers.
   - Entitlement.
   - Income tax refunds or rebates.
   - Negative tax vouchers.
   - GI Bill for lifelong learning.
   - Stipends for part-time students.
   - Paid educational leave.
   - Student financial aid for ABE/GED students.
   - Federal income tax form check-off for adult education.

13. Need provision for family and career/exploration/guidance/counseling centers, which would provide ancillary services directly supportive of educational programs.

14. Need funds for training and continued support of volunteers and for possible tax deductions for the volunteers themselves. Legislation should encourage volunteer participation.

15. The National Advisory Council should receive additional funds to continue regional think-tanks for continued input from the field and for regular information dissemination/publication to the field.

16. Need full advance funding.